



**Pre K- 2nd GradeLevel  
Lessons Plans and Forms  
for Teaching the  
Super3™**

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# 1) Introduction

COMPanion Corporation, based in Salt Lake City, Utah, is the maker of Alexandria Library Systems. The majority of our market is made up of schools, so, COMPanion has become increasingly aware of the need for a simple, logical method to teach students information problem-solving skills. When we learned about the Big6™ Information Problem-Solving Process, it was very evident that this was a method which met the criteria of being an easy, logical way to teach information problem-solving skills. In January, 2002, COMPanion Corporation formed a partnership with Big6™ Associates. Recently, the addition of the Super3™ has made this model even more helpful by providing a method for young students to familiar with the idea of information problem-solving.

COMPanion Corporation recognizes that teacher-librarians have a crucial leadership role in the information literacy education of today's students. As part of our commitment to teacher-librarians and the teaching of information problem-solving skills, these Super3™ lesson plans have been developed by our staff librarians as a service to teacher-librarians and classroom teachers wanting to implement a Big6™ / Super3™ curriculum into their schools. We hope you will find them very useful.

These lesson plans have been designed using the Madeleine Hunter model of lesson plan design. Each lesson covers one of the steps in the Super3™ Information Problem-Solving Process and is structured to take the students through a research unit where they are taught research skills while following the Super3™ steps. After the students are familiar with the Super3™ Information Problem-Solving Process and have learned the skills that they need to be successful information-seekers and users, the teacher-librarian and the classroom teacher will design additional information-seeking assignments and lesson plans that have the students use the skills they have learned and the Super3™ process to complete the assignment.

The Super3™ lesson plans have been developed to be used with students from Pre-K - Grade 2.



## 2) Lesson One -- Overview of Super3™

### MATERIALS

“Super3 Song” on transparencies or charts (One verse per transparency or chart) [NOTE: The song can be found at the following URL: <http://www.big6.com/showarticle.php?id=216>]

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear by Don Wood **OR** The Cow Who Wouldn't Come Down by Paul Brett Johnson  
Overhead, blank transparency, and marker **OR** Blackboard and chalk

### REVIEW

Review with the students things that was taught in the previous lesson.

### ANTICIPATORY SET

Ask the students: Have you ever had a problem? What was it? Did you solve it? How did you solve it? Did you have to think about it first before you figured out how to solve it? Was your solution to the problem a good one? How did you know? Allow several students to share their problems and solutions to the problems.

How many of you have heard the song, “Bingo”? I have a song that I want to teach you that is sung to the tune of “Bingo.” It is about problem-solving and talks about the steps to solving a problem. Teach them the Super3 Song.

### OBJECTIVES AND PURPOSE

At the end of the lesson, the students will be able to tell the name of the problem-solving method they will be learning and tell the three steps (Plan, Do, Review) of Super3™.

### INPUT AND MODELING

I had a problem this morning. I didn't know what I was going to wear! I needed to solve the problem of what to wear today.

**First, I had to PLAN how I would decide what to wear. Here is how I planned.**

**1. I asked myself, “What do I need to do?”**

I needed to choose the right kind of outfit to wear today.

**2. I asked myself, “What do I need to know to choose a good outfit to wear?”**

I needed to know what kind of a day it was going to be -- hot, cold, or warm.

I needed to know if I was doing anything special today which would mean that I needed to wear something special. For instance, if it was Halloween, I should wear a costume.

I needed to know what clean clothes I had in my closet and dresser.



**Second, I had to DO the things that would give me the information I needed to pick the right thing to wear.**

1. I checked the weather to find out if I should dress for a hot day or a cold day.
2. I checked the calendar to see if it was a special day which would mean I needed to wear special clothes...like Halloween or picture day.
3. I checked to see what clean clothes were in my closet and my dresser.
4. Then I chose something to wear and got dressed.

**Lastly, I REVIEWed or checked how well I had done. How would I know if I had done well or had not done well?**

1. I went outside and I was not too cold or too hot in what I chose to wear.
2. I was dressed in what I would wear for a regular day which is what today is.
3. I looked in the mirror and decided that I looked neat not sloppy.
4. I thought about whether or not I could have done better and whether or not I should change anything.

I decided that what I had chosen was good for a regular day with the weather we are having. I liked what I had on and I felt good about what I was wearing, so I decided that I would not change a thing.

I used the Super3™ Information Problem-Solving Process -- **PLAN, DO and REVIEW.**

### **GUIDED PRACTICE**

I am going to read you a story book called The Cow Who Wouldn't Come Down by Paul Brett Johnson.

Read first two pages.

- At this point, close the book and explain to the students that the Miss Rosemary has a problem. Ask the students, "What do you think that problem is?" [Give them a chance to respond to this.]
- Ask, "What does Miss Rosemary need to do next, in order to solve this problem?" [Allow the students to respond and help guide them to the questions previously mentioned along with the PLAN part of the process.]
- Now that we have determined what the problem is and what information is needed, let's use productive thinking and brainstorm many, varied, and unusual ideas for things that she might DO to solve the problem.
- Write down the students' suggestions on the board. Now that we have come up with some of our own ideas. Let's read a little more of the story. Stop after "'That crackbrained cow will put me in an early grave,' Miss Rosemary moaned as she untangled herself." (NOTE: Lesson Two will continue the story.)

Ask the students:

Did Miss Rosemary realize she had a problem?

Did she PLAN first or just DO?



Do you think it is time for Miss Rosemary to REVIEW what she has tried? How do you think she feels about what she has done?

OR

I am going to read you a story book called The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear.

Read until stop on the page ends with, "find the strawberry..."

- At this point, close the book and explain to the students that the mouse has a problem. Ask, "What do you think that problem is?" [Give them a chance to respond to this.]
- Ask, "What does the mouse need to do next, in order to solve this problem?" [Allow the students to respond and guide them to the questions previously mentioned along with the PLAN part of the process.]
- Now that we have determined what the problem is and what information is needed, let's use productive thinking and brainstorm many, varied, and unusual ideas for things the mouse might DO to solve the problem.
- [Write down the students' suggestions on the board.] Now that we have come up with some of our own ideas, let's finish reading the story.

Ask the students:

Did the mouse realize he had a problem?

Did the mouse PLAN first or just DO?

Did the mouse REVIEW at the end? Did he think about what he had done and if he could have done better by doing something else?

Would review help the little mouse do better if he finds another strawberry?

### CLOSURE

Sing the Super3 Song again and, then, ask the students:

- Can you tell me what the problem-solving method is called that we have learned about this day?
- What is the first step?
- What is the second step?
- What is the third step?

The Super3™ will help you in all parts of your life. Remember it helped me dress properly for today. It will also help you with school work.

### INDEPENDENT PRACTICE

Independent practice will take place in the following lessons dealing with the individual steps of the Super3™.





## 3) Lesson Two -- Plan

### MATERIALS

“Super3 Song” transparencies or charts  
 Book, The Cow Who Wouldn't Come Down by Paul Brett Johnson **OR** Frog and Toad Together by Arnold Lobel  
 Cookbook  
 Roll of cookie dough  
 Knife, cookie sheet, and pancake turner  
 Plate and cookies  
 1 sheet of paper and a pencil for each table

### REVIEW

What did we talk about last time? Does anyone remember the three steps in the Super3™?

Do you remember the song we learned? Sing the song.

### ANTICIPATORY SET

If you used The Cow Who Wouldn't Come Down by Paul Brett Johnson, finish reading the story.

Ask the students what Miss Rosemary was doing when she was sitting on the porch. Guide them to identifying that she was PLANning.

This is the first step in the Super3™ Information Problem-Solving Process. Today we are going to talk about what we do when we plan.

Or, if you used The Little Mouse, The Red Ripe Strawberry and the Bear by Don Wood, use Frog and Toad Together by Arnold Lobel and read the first portion, “The List.”

Ask the students what Toad did. [Guide them to stating that he was PLANning.]

This is the first step in the Super3™ Information Problem-Solving Process. Today we are going to talk about what we do when we plan.

### OBJECTIVES AND PURPOSE

At the end of the lesson, the students will be able to tell what should be done during Step 1 (PLAN) of the Super3™ Information Problem-Solving Process.

### INPUT AND MODELING

I want to bake some cookies today. I need to PLAN what I am going to do.

First, I must decide what kind of cookies I want to bake. Do I want to use a recipe in my cookbook or buy the dough at the store?

I am in a hurry, so I will go to the store and buy the dough.

I will turn on the oven and set the temperature to the correct setting.

I will get the cookie sheets ready.

I will cut the cookie dough into slices and put it on the cookie sheets

I will bake the cookies.

## Lesson Two -- Plan

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I will take them out of the oven and put them on the plate.

I will eat them!

This is planning. If I didn't plan, I might forget something...like turning on the oven. If I didn't turn on the oven, would I be able to bake the cookies? To plan, I had to think first before I did anything. Planning is important and that is why it is the first step in the Super3™ Information Problem-Solving Process. We are going to practice planning today.

### GUIDED PRACTICE

Let's pretend that I have an assignment to write a riddle about a famous person using eight facts and I must draw a picture of the person on the other side of the paper. What do I need to do first? (Plan) Shake head and say "no", then repeat, "What do I need to do first?" or "What have we talked about that I need to do first?" until a student says PLAN.

Right. I need to plan. Let's PLAN what to do first, second, third.... Have the students suggest things to do and then, prioritize them, if necessary. (Steps should include thinking of possible people, picking a person, thinking where to get the facts, finding the book, encyclopedia etc., read about the person, taking notes until you have eight facts about the person, writing the riddle and drawing the picture.)

### CLOSURE

What is the first step of the Super3™ Information Problem-Solving Process? What do you do when you PLAN? Why is planning important?

It helps us be organized. It helps to think of the steps we need to first.

### INDEPENDENT PRACTICE

As a class, we are going to be making a riddle book with riddles about animals. Each one of you will be doing one page. Your page will have a front and a back with your riddle on one side of the paper and a picture of your animal on the back. You will need to find at least eight interesting (and, maybe, unusual) facts about your animal so you can write your riddle.

I want you to Think and Share Around at your table. Everyone takes a turn giving one thing. The others listen and give praise or help.

1. First, you are to think of what the "problem" is. Second, you are to think of the things you need to PLAN to do before you start to DO your riddle.
2. Now, the first person tells everyone what the "problem" is. The rest of you will listen and then either say "Good job" if it is what you think the problem is or you will say, "Let's think some more, then share." If your table needs to think some more, then, after thinking, the next person tells everyone what he thinks the problem is. If he or she is right, continue, otherwise, do the "let's think some more" until everyone at the table agrees that you really know what the "problem" is.
3. Next, the next person around the table will tell of something he or she plans to do to solve the problem. If the idea is a good one, say, "Good thinking." If it is not, ask "Why do you PLAN to do that?" Listen carefully to the reason and if it is a good reason, then say, "Good idea" and the next person gives a part of their plan. Go round and round the table until you run out of ideas. Everyone should have at least one idea. You can



use the piece of paper and pencil on the table to draw pictures of your steps or write the steps.

4. Next, decide which thing you should do first, second, third and put the numbers beside the steps.

5. When you have run out of ideas and you are ready to share with me (and / or your teacher), everyone at the table put your heads down on the table. That way, I can see who is ready and I (or we) will go around the room to each table.

## Lesson Two -- Plan

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## 4) Lesson Three -- Do

### MATERIALS

NOTE: For kindergarten or first graders, you may want to arrange with a fifth or sixth grade teacher(s) to use their students as “reading/research buddies” during this lesson. The research buddy could do the reading and writing for students not yet capable of doing it by themselves.

“Super3 Song” transparencies or charts  
 Song, “Do as I’m Doing” (Words found at <http://bbc.co.uk/education/tweenies/songtime/songs/d/doasimdoingfull.shtml>)  
 2 sheets of paper and a pencil for each student  
 Crayons or colored pencils at each table.

### REVIEW

What did we talk about last time? Does anyone remember the three steps in the Super3™ Information Problem-Solving Process? Why do we PLAN first?

Do you remember the song we learned? [Sing the song.]

### ANTICIPATORY SET

Today, we are going to play Follow the Leader. Play for a few minutes.

### OR

I have a new song to teach you. Then teach them a few verses of “Do as I’m Doing.”

Ask the students, “How did you know what to do?” When we have a problem, what do we follow to solve the problem? [Guide students to answer, “The plan”]

Today we are going to follow the plan that we made last time. We are going to DO. We are going to think of an animal to write a riddle about, we are going to think where we could find the facts here in the library, we are going to find the facts and, then, we are going to write the riddle and draw the picture.

Before we start work on the animal riddles, I am going to model for you DOing the plan I made for a making a riddle about a famous person and, then, we are going to do another person together.

### OBJECTIVES AND PURPOSE

At the end of the lesson, the students will be able to tell what should be done during Step Two (DO) of the Super3™ Information Problem-Solving Process.

### INPUT AND MODELING

Here is my plan for writing a riddle about a famous person. I am going to follow this plan.

First, I need to think of some people I could write a riddle about. List the names of several famous people on the board or out loud.

Second, I choose a name. [Pick a name from the list that you have preselected based upon the resources in your library (i.e. a very simple biography).]

## Lesson Three -- Do

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Next, I am going to think of places I could get facts about this person here in the library. I could use an encyclopedia or a book. I am going to look for a book first. Go through the steps of looking in the catalog and getting the book from the shelf.

After you have the book in hand, then say, "Next, the plan says to find the facts. I'll read write down the facts on my notes page." [Show how to fold the paper to have eight sections. Take down notes on a big sheet of paper folded to make 8 sections.]

The next step says to write the riddle using the facts. [Write the riddle.]

The last step is to turn over the paper and draw my famous person on the back. [Turn over paper and draw the picture on the back.]

### GUIDED PRACTICE

Now we are going to do this together on another famous person. This time you will tell me the steps and we will do them together.

Ask, "What do we do first?" [Again, lead them to a person you have predetermined that you have an easy biography to use that is about that person.]

Continue asking, "What do we do second, third, etc.?" [Do each step. Have the students do as much as they can (coming up with sources, using the catalog, getting the book).] (Reading/Research buddies can help in this step.)

Have a student fold the paper for the notes.

You read the book and use the "STOP" technique. Tell the students that you will read and when they hear a fact that you should write down, they should say "STOP" and raise their hands. You will call on someone to tell you the fact that should be written or drawn on the note paper.

When you have enough facts, have the students tell you what to write for the riddle.

Have a student draw the picture of the person on the other side of the riddle page.

### CLOSURE

What is the second step of the Super3™ Information Problem-Solving Process? What would I see when you DO?

When you are DOing, you follow the plan you made. You do what you need to do to solve the problem.

### INDEPENDENT PRACTICE

Today, you are going to DO. You will follow the planning steps that you thought of last time.

1. You will think of several animals that you could write a riddle about.
2. You will pick one of the animals and raise your hand when you are ready. I will come to your table and you will tell me the what the animal. If someone else has picked that animal, you can go back to the other animals you thought of and pick one of those. An animal will only be done



once for our book, so each one of you will have to have an animal no one else has chosen.

3. You will think of the sources like books or encyclopedias here in the library that will help you get information on your animal.

4. You will get the source that will help you.

5. You will find 8 facts about that animal in the book or encyclopedia and you will use your note paper to draw or write the facts.

6. Using your facts, you will write your riddle on one side of a piece of paper and draw a picture of your animal on the back. [Demonstrate how you want the pages done -- landscape or portrait -- and how to turn the paper over just like a book page and not bottom to top.]

7. When you are finished, write your name under the picture and bring your page to me (or your teacher).

## Lesson Three -- Do

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## 5) Lesson Four -- Review

### MATERIALS

"Super3 Song" transparencies or charts  
Student papers from the pervious lesson

### REVIEW

What did we talk about last time? Do you remember the three steps in the Super3™ Information Problem-Solving Process? What are the steps? What did we do in each of the first two steps?

Do you remember the song we learned? [Sing the song.]

### ANTICIPATORY SET

**NOTE: This suggestion takes some courage and planning. If you choose this anticipatory set, prepare teachers and principal for what you will be doing and have them act as if everything was normal.**

Dress in very mismatched shoes and socks, button shirt or blouse unevenly, and pick colors and /or patterns that clash.

See if students make any comments on how you look. If they do, ask what is wrong with the way you are dressed? If they don't say anything, ask them how you look. Have them tell you what is wrong and how you could have done better.

Say, "Maybe I should have checked how I well I did by looking in the mirror."

This shows how important the last step of the Super3™ Information Problem-Solving Process is. What is the last step called? [Have students say REVIEW.] Reviewing is looking at what you have done and deciding how well you did and if there is anything you should change.

### OBJECTIVES AND PURPOSE

At the end of the lesson, the students will be able to tell what should be done during Step Three (REVIEW) of the Super3™ Information Problem-Solving Process.

### INPUT AND MODELING

I am going to model how to REVIEW. I am going to look at my person riddle from last time.

First, I will look at the assignment and ask myself, "Does it fit the assignment?" The assignment said to make a riddle about a famous person and use 8 facts. I did that. It says to draw a picture on the back. I did that, too.

Second, did I follow the plan? Yes, I did. [Review the plan again with the student and have the students verify that you followed each step of the plan.] The plan worked for me.

Third, I will look at my work. Did I do a good job picking my facts to use? Would I have changed anything. Well, maybe I should have found a few more facts so I could have a more choices. Maybe then my riddle could have been better. My

## Lesson Four -- Review

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handwriting is not very neat. I need to work on that. I bet I can do better. I did a good job drawing my person. I did that quite well for me.

### GUIDED PRACTICE

Now, lets REVIEW the riddle we did together. Did we do what we were supposed to do? Did we plan? Did we follow the plan? Did it work for us? What did we do well? What could we have done better? Should we change anything?

### CLOSURE

What is the last step of the Super3™ Information Problem-Solving Process? What would I see when you REVIEW?

Review helps us think about what we did and how we could do better. If you review what you have done before you turn in your work, you can change things and maybe get a better grade. After you get work back from the teacher, it helps to review again to see what your teacher thought you did well and what you didn't do so well. That way, you can know how you can improve in the future.

### INDEPENDENT PRACTICE

Today, I want you to Think, Pair, Share with a partner and REVIEW your animal riddle.

1. I want you to think about what you did and how you did it.
2. Did you plan? Did you follow the plan?
3. What did you do really well?
4. What could you have done better?
5. Would you change anything?

After you are finished, raise your hands and I will come around so you can tell me your REVIEW answers.